

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 29 PM 12:32 Document Control Center </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Mount Pleasant ISD	225-902		
Vendor ID #	ESC Region #	DUNS #	
1756002105	8	047083662	
Mailing address		City	State ZIP Code
2230 North Edwards		Mount Pleasant	TX 75455

Primary Contact

First name	M.I.	Last name	Title
Michael	A	Lide	Deputy Superintendent- Curriculum & Instruction
Telephone #		Email address	FAX #
(903) 575-2000		mlide@mpisd.net	(903) 575-2014

Secondary Contact

First name	M.I.	Last name	Title
Shirley	S	Peterson	Director of State & Federal Programs
Telephone #		Email address	FAX #
(903) 575-2000		speterson@mpisd.net	(903) 575-2014

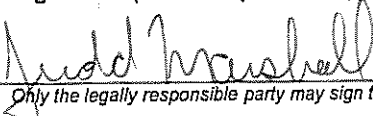
Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Judd		Marshall	Superintendent
Telephone #		Email address	FAX #
(903) 575-2000		jmarshall@mpisd.net	(903) 575-2014

Signature (blue ink preferred)



Date signed

March 21, 2016

Only the legally responsible party may sign this application.

701-16-102-102

RFA #701-16-102; SAS #782-17

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Schedule #1—General Information (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID:

Amendment # (for amendments only):

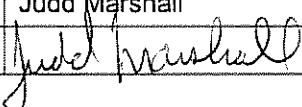
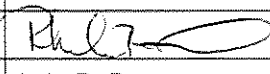

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	225-902 Mount Pleasant ISD	Judd Marshall 	(903) 575-2000 jmarshall@mpisd.net	
Member Districts				
2.	225-905 Winfield ISD	Rhonda Burchinal 	(903) 524-2221 rburchinal@winfieldisd.net	
3.	225-907 Harts Bluff ISD	Lyle DuBus 	(903) 577-1146 dubusl@hbsisd.net	
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID:			Amendment # (for amendments only):
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Mount Pleasant Independent School District (MPISD) is located in rural northeast Texas in Titus County and serves an enrollment of 5,382 students. MPISD is also located within the city limits of Mount Pleasant, Texas which has a population of approximately 16,000.¹ MPISD consists of nine campuses, which include: one early childhood campus, four elementary schools serving K through 4th grade, one 5th and 6th grade school, one 7th and 8th grade school, one alternative learning school serving grades 5 through 12, and one 9th through 12th grade high school.² 4,470 of MPISD's enrolled 5,382 students are eligible for free or reduced meals. 83.52% of MPISD's students are economically disadvantaged. The most recent statistics for poverty levels for Titus County (2010) show that 17.9% of county residents are below the poverty level. For the City of Mount Pleasant the figure from 2009 is 25.6% with 8.7% below 50% of poverty level. All three of the partnering districts in this grant currently coordinate with the non-profit organization Titus County Cares to provide over 1,300 food backpacks a week to children from extremely low income homes who are also latch-key children.³ This partnership is only one of many that show MPISD, Winfield, and Harts Bluff ISDs' ability to work with community stakeholders and each other to assist students and families in need. The chart below highlights MPISD's student demographic data by district and campus where the Texas 21st Century Community Learning Centers will be providing services for MPISD students.

MOUNT PLEASANT ISD	HIGH SCHOOL (9-12)	JUNIOR HIGH (7-8)	WALLACE (5-6)	BRICE (K-4)	CORPREW (K-4)	FOWLER (K-4)	SIMS (K-4)
83.52% ECO. DIS.	75.19% ECO. DIS.	84.49% ECO. DIS.	86.10% ECO. DIS.	76.84% ECO. DIS.	91.06% ECO. DIS.	93.74% ECO. DIS.	81.03% ECO. DIS.
18.33% BILINGUAL			11.80% BILINGUAL	22.98% BILINGUAL	49.77% BILINGUAL	44.28% BILINGUAL	24.68% BILINGUAL
19.54% ESL	11.93% ESL	25.41% ESL	29.63% ESL	21.51% ESL	14.91% ESL	19.44% ESL	30.20% ESL
68.5% HISPANIC	65.11% HISPANIC	68.83% HISPANIC	68.68% HISPANIC	57.35% HISPANIC	77.52% HISPANIC	76.89% HISPANIC	69.80% HISPANIC
12.29% AFRICAN AMERICAN	10.97% AFRICAN AMERICAN	13.59% AFRICAN AMERICAN	13.06% AFRICAN AMERICAN	15.07% AFRICAN AMERICAN	10.09% AFRICAN AMERICAN	15.33% AFRICAN AMERICAN	6.45% AFRICAN AMERICAN
17.10% WHITE	21.73% WHITE	16.54% WHITE	16.29% WHITE	23.90% WHITE	10.32% WHITE	5.83% WHITE	22.65% WHITE
39.22% LEP	13.43% LEP	29.25% LEP	48.03% LEP	42.28% LEP	64.68% LEP	63.07% LEP	52.85% LEP

1-for more information see: <http://mpedc.org/>2-for more information see: <http://www.mpsid.net/>3-for more information see: <http://www.tituscountycares.org/>**For TEA Use Only**

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The proposed after school program (Titus County ACE) will seek to improve student academic performance by providing services that target student needs based on academic data gathered from summative and formative assessments in the core content areas. In addition to this, each Titus County ACE community learning center site will provide students with academic enrichment activities and a broad array of other activities including: drug and violence prevention, counseling, art, music, recreation, technology, and character education programs. These activities and experiences will reinforce and complement the regular academic program that takes place during school hours. Each center will also offer and promote literacy and related educational opportunities for family members of the students served. MPISD plans to establish 7 centers, one at each of the following schools within MPISD: Mount Pleasant High School (225902001), Mount Pleasant Junior High School (225902041), P.E. Wallace Middle School (225902042), Frances Corprew Elementary School (225902101), E.C. Brice Elementary School (225902103), Annie Sims Elementary School (225902102), and Vivian Fowler Elementary School (225902104). In addition to the centers within MPISD, we will also establish a center in partnership with neighboring school districts, Winfield ISD (225905)⁴ and Harts Bluff ISD (225907)⁵ at each one of their K-8 campuses. Mount Pleasant ISD will act as the fiscal agent in the partnerships with the Winfield and Harts Bluff ISDs for the Titus County ACE program.

The Titus County ACE program will provide bus transportation home for all participants at all sites and to all activities. Student academic success will be measures by utilizing beginning, middle, and end of year academic data. Student attendance rates and discipline data will also be measured and monitored to ensure the program is having the intended impact in those areas. Family engagement will be continually monitored through the use of surveys and sign-in sheets and continual feedback received through home visits and face to face meetings at each site.

Student academic progress will be monitored using STAR Renaissance Reading and Math, STAR Renaissance Early Literacy, TPRI/TJL, DRA, and district-created curriculum based formative assessments in addition to state tests. Focus on the core academic content areas will include reading intervention time based on individual student diagnostic data, math intervention time based on student diagnostic data, writer's workshop, reader's workshop, STEM enrichment activities, and character building activities. Through examining data in conducting a needs assessment, we determined our highest ranked needs (Winfield, Harts Bluff, and Mount Pleasant ISDs') were academic in nature. The data used to determine and prioritize the academic needs came from each district's TAPR. The need for character education was also ranked as a high priority when conducting the needs assessment based on data from the Texas Education Agency District Level Annual Discipline Summary Reports. Community interest surveys based on pilot STEM (Science, Technology, Engineering, and Mathematics) camps held in the previous two summers indicate a high community interest and need for STEM education programs for students. District TAPR data also shows a high need in the STEM education areas when examining all three district's percentage of students at the Postsecondary Readiness standard in STAAR Reading, Mathematics, Writing, Science, and Social Studies. The implementation of activities conducted in the after school program will be in support of all three district's goals to increase the percentage of students who are at the Postsecondary Readiness expectation in all subject areas. The chart below highlights both Winfield and Harts Bluff ISDs student demographic data by district where the Texas 21st Century Community Learning Centers will be providing services for students. Winfield and Harts Bluff ISDs are also both located in Titus County and are both K-8 only districts.

WINFIELD ISD	HARTS BLUFF ISD
95.39% ECO. DIS.	65.4% ECO.DIS.
57.4% ELL	29.8% ELL
89.47% HISPANIC	45.4% HISPANIC
1.32% AFRICAN AMERICAN	0.6% AFRICAN AMERICAN
8.55% WHITE	50.6% WHITE

4-for more information see: <http://www.winfieldisd.net/>

5-for more information see: <http://www.hbisd.net/>

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 225902			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,476,624	\$	\$1,476,624
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$58,950	\$	\$58,950
Schedule #10	Other Operating Costs (6400)	6400	\$260,000	\$	\$260,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,795,574	\$	\$1,795,574
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,795,574	\$	\$1,795,574
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$287,158	\$	\$287,158
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,795,574
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$89,778.70
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 225902			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
				Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)		1	\$80,000
5	Site coordinator (required)		7	\$230,000
6	Family engagement specialist (required)		1	\$80,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$390,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$1,086,624
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,476,624

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 225902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 225902		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:		\$58,950
Grand total:			\$58,950

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 225902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$260,000
Grand total:		\$260,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	588	11%	Attendance rate	96.1%
Hispanic	3668	66%	Annual dropout rate (Gr 9-12)	0%
White	1162	21%	Students taking the ACT and/or SAT	38.5%
Asian	39	1%	Average SAT score (number value, not a percentage)	1377
Economically disadvantaged	4471	81%	Average ACT score (number value, not a percentage)	18.6
Limited English proficient (LEP)	2076	38%	Students classified as "at risk" per Texas Education Code §29.081(d)	18.6%
Disciplinary placements	82	1%		

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	34	8%	No degree	8	2%
Hispanic	61.3	14%	Bachelor's degree	331.5	76%
White	328.2	76%	Master's degree	92.9	21%
Asian	0	0%	Doctorate	2	0%
1-5 years exp.	67.4	19%	Avg. salary, 1-5 years exp.	38,114.62	N/A
6-10 years exp.	116.1	30%	Avg. salary, 6-10 years exp.	40,901.80	N/A
11-20 years exp.	104.6	28%	Avg. salary, 11-20 years exp.	45,028.26	N/A
Over 20 years exp.	72.5	18%	Avg. salary, over 20 years exp.	51,855.06	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	438	534	505	467	458	445	417	400	398	428	381	348	312	5531
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In partnership with the Winfield ISD, we began our needs assessment by examining student data in the TAPR. The TAPR indicates that there is a high need to improve the Postsecondary Readiness for all student groups in both of our districts in the core academic areas. Other data points included in our needs assessment included the TEA District Level Annual Discipline Summary PEIMS Reports, student daily bus ridership, student participation in the Titus County Cares Food for Kids program, as well as demographic data from each district. The large percentage of students who are economically disadvantaged in MPISD, HBISD and Winfield ISD indicates a need to engage in family literacy activities as well as student activities. Parent surveys from pilot programs that focused on building STEM (Science, Technology, Engineering, and Mathematics) skills in students also provided useful data indicating the need to extend academic enrichment programs. All of our districts currently have formal and informal agreements with community assets as we discovered during the needs assessment process. Our intention is to utilize the grant to build local capacity that will build sustainability of these activities through the formalization of agreements with these community assets once the grant period has expired. Throughout the needs assessment process (by examining district visions, missions, and goals), we discovered that the grant will work in developing the skills that are necessary for students to be successful. Our main guiding question throughout the needs assessment process (at both community and campus levels) dealt with the underlining "root cause" of the data points we were examining. Therefore, we determined that at the root of each "why" there existed a deficiency in four skills of our students. The after school activities will work in support of the overall long-term school process of building these four deficient skills by equipping students to be able to:

1. Read to infer, interpret, and draw conclusions in all subjects
2. Support arguments with evidence in all subjects
3. Resolve conflicting views encountered in source documents in all subjects
4. Solve complex problems with no obvious solution in all subjects

Students who possess the four skills above will be at the Postsecondary Readiness level. As data indicates (in the TAPR), we have a long way to go in building this capacity in our students. Research tells us that academic performance is also linked to the engagement of the student's family in the educational process. Thus, through analysis of the TAPR, we have determined there is a high need for increased family engagement and literacy activities. We plan to focus on building family capacity through literacy activities in the core subject areas to support student success and set the family unit on a course for a bright future through education. The high number of daily bus ridership indicates a high number of latch-key children and younger children who are being cared for by older school-aged siblings. This program would benefit both young and older children as well as improving the opportunities of working families by strengthening the literacy skills of all.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student academic performance in the core areas as indicated by the TAPR (STAAR assessment data). Targeted areas are: Postsecondary Readiness in Reading, Writing, Mathematics, Science, and Social Studies.	By providing out of school activities in the identified areas of need, students will be provided with interventions, instruction, and accelerations aligned with district and campus goals in the targeted areas. This additional time engaged in these activities will allow targeted students who lack the support structures at home to build the needed skills for success in reaching the postsecondary readiness levels. Family members will also benefit greatly from literacy activities targeting them.
2.	Root-cause analysis conducted during the needs assessment process and as a result of examining campus data indicates the high need to further develop the reading/literacy skills of all students. Student reading diagnostic and formative data will be used to target those with the most need, thus identifying the student recruitment population.	Reading is the gateway activity for all learning to build. By providing out of school reading interventions in the five components of this critical activity (fluency, phonics, phonemic awareness, vocabulary, and comprehension) students without the support structured at home will be provided with essential additional help to be at or above grade level in reading.
3.	During the needs assessment process, discipline data indicates a high need for character education and mentoring with the goal to reduce campus rates of in-school suspensions.	Additional out of school time in character education and mentoring will assist schools in the identified goals to reduce the number of in-school suspensions. These additional targeted activities will aid students and families without support systems in place by building intrinsic capacity for the student.
4.	Community needs assessment feedback and data determined a high need to provide transportation as a part of the after school program.	Due to the overwhelming majority of students utilizing transportation on a daily basis for the regular school day, providing bus services to all after school students will meet the need of working families who lack the ability to transport their children to and from out of school activities.
5.	Previous parent surveys and feedback indicate a high need for and interest in enrichment activities in STEM (Science, Technology, Engineering, and Mathematics).	Additional enrichment areas for students and family members in the STEM areas will increase student engagement and interest as well as inform families and students of the multitude of college and career opportunities in these areas.

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Schedule #14—Management Plan

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Minimum-Bachelor's Degree in education or related field, Preferred-Masters Degree in education or related field, strong communication, public relations, and interpersonal skills, strong organization and time management skills, excellent written and verbal communication skills, high degree of computer proficiency using Microsoft Office, preferred-ability to communicate in native languages of program recipients
2.	Site Coordinator(s)	Minimum-Bachelor's Degree in education or related field, Preferred-Masters Degree in education or related field, ability to maintain positive working relationships with the public and frontline staff, strong organization and time management skills, excellent written and verbal communication skills, high degree of computer proficiency using Microsoft Office, preferred-ability to communicate in native languages of program recipients, experience in working with high risk children and their families, experience in staff supervision
3.	Family Engagement Specialist	Minimum- Bachelor's Degree in education or related field, Superior communications skills (written and oral), Strong organizational, communication, and interpersonal skills, High Degree of computer proficiency using Microsoft Office, Knowledge of community and support agencies, preferred- three years working in an educational, social service or family support service, preferred-ability to communicate in native languages of program recipients

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Utilize innovative instructional techniques for academic and enrichment activities based on research and best practices	9/6/2016	7/30/2019
		2.		
		3.		
		4.		
		5.		
2.	Improve Positive Behavior	1. Provide adult advocates, based on student need and in accordance with best practices	9/6/2016	7/30/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase Grade Promotion Rates	1. Conduct ongoing/continuous assessment to determine need and improve targeted services	9/6/2016	7/30/2019
		2.		XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Improve Academic Performance	1. Provide all required training opportunities for staff development	9/6/2016	7/30/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each participating district, and subsequent campuses, create and implement targeted improvement plans that follow the TAIS (Texas Accountability Intervention System) model. This framework is what the participating districts have in place to define and monitor the attainment of goals and objectives. Quarterly SMART (Specific, Measurable, Achievable, Realistic, and Time-Bound) goals are set by each district and campus and adjustments are made to strategies if the entity has not met the said quarterly SMART goal. This process is communicated to each ISD's Board of Trustees during regular monthly reports, to teachers and staff through regular data meetings, to parents through regular parent conferences, to students through regular student conferences, and to members of the community through regular site-based decision making committee meetings. Face to face yearly review meetings are conducted with each campus principal and these are data-driven to define areas of achievement and areas of needed growth. A continuous improvement model is followed by utilizing multiple data points from academics, attendance, promotion and retention rates, student discipline, parent surveys, transportation ridership, demographic data, and state reports.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After school tutorials are attended by targeted students at all of the proposed sites. The Titus County ACE program will work to leverage school and community assets at the conclusion of the grant period to continue services. The proposed grant will work as a catalyst to build capacity among all participating entities to continue the supplemental activities at the end of the grant. Sustainability will be a driving critical goal of the Titus County Advisory Committee. The program will work to secure Memorandums of Understanding with multiple community organizations to ensure the long-term support and commitment of all partners.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Academic Data Reviews, submissions, and documentations (Quantitative)	1.	Student progress from BOY in district created curriculum-based formative assessments (tracked individually)
		2.	Increase in student levels (percentage) meeting postsecondary readiness standard in core subject areas
		3.	
2.	Student Skills Data Reviews, submissions, and documentations (Quantitative)	1.	Student progress from BOY in Reading diagnostic assessments
		2.	
		3.	
3.	Student Discipline Data Reviews (Quantitative)	1.	Decrease in student in-school suspension placements at all campuses
		2.	
		3.	
4.	Program Director Observations (Qualitative)	1.	Documented areas of needed growth and subsequent documented improvements
		2.	
		3.	
5.	Student and Family participant surveys (Qualitative)	1.	High ratings on measures related to program effectiveness
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student academic data collection will be coordinated with the campuses of each school district. Titus County ACE staff members will be trained in the implementation of school district data collecting and disaggregation software so they can conduct timely, ongoing, and effective evaluations of program academic activities. Academic data collection will happen during the school day through the administration of the assessments. In addition to the use of data software, program staff members will meet regularly with the campus leadership to conduct student level data review meetings that will monitor progress and ensure the quality and effectiveness of program activities. Qualitative data gathering will be conducted by program staff through face to face meetings with family members, teacher meetings, and surveys. All of the required program submissions will be met by program staff members and all activities will be data-driven. Course adjustments will be made throughout the program as indicated by student data. The program will also utilize an independent grant evaluator that is not employed by the grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participating students will be provided with supplemental interventions, instruction, and enrichment activities in reading, mathematics, writing, science, and social studies. Participating students will also be provided with character education instruction and have access to mentoring through the program. STEM enrichment activities will also be provided through the program. Families of participating students will also be provided with literacy activities in core academic areas that will equip them to assist their students. Families will also be engaged through computer literacy activities, and career skill building activities. All participating students will be provided transportation home and from each site to adjunct sites through Durham School Services, MPISD's contracted transportation provider.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required information as described above in Statutory Requirement 2 will be disseminated in both English and Spanish in many ways. This information will be provided through face to face parent meetings, letters mailed to parents from school, local media outlets (print and electronic), district websites, home visits, phone calls, and through the use of district operated social media.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By providing out of school activities in the identified areas of need, students will be provided with interventions, instruction, and accelerations aligned with district and campus goals in the targeted areas. This additional time engaged in these activities will allow targeted students who lack the support structures at home to build the needed skills for success in reaching the postsecondary readiness levels. Family members will also benefit greatly from literacy activities targeting them. Reading is the gateway activity for all learning to build on. By providing out of school reading interventions in the five components of this critical activity (fluency, phonics, phonemic awareness, vocabulary, and comprehension) students without the support structured at home will be provided with essential additional help to be at or above grade level in reading. Additional out of school time in character education and mentoring will assist schools in the identified goals to reduce the number of in-school suspensions. These additional targeted activities will aid students and families without support systems in place by building intrinsic capacity for the student. Due to the overwhelming majority of students utilizing transportation on a daily basis for the regular school day, providing bus services to all after school students will meet the need of working families who lack the ability to transport their children to and from out of school activities. Additional enrichment areas for students and family members in the STEM areas will increase student engagement and interest as well as inform families and students of the multitude of college and career opportunities in these areas. All of these activities will be data-driven and the progress of each student will be monitored to ensure that the supplemental after school activities are having the desired outcomes in the school setting.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Title 1 and Title 3 programs will coordinate with the proposed program to provide supplemental outside of school activities as described above to targeted students eligible to be served under these programs. State Compensatory Education resources will also be leveraged to provide services outside of school for eligible targeted participating students. Parent Involvement resources will also be coordinated with the proposed program to provide services to the parents of participating students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities and their impact will be monitored through the use of data collected through diagnostic and formative assessments including: district-created curriculum assessments, reading diagnostic and skill assessments, math skill assessments, student surveys, parent surveys, and discipline data tracking. By progress monitoring all participating students, the quality of all academic enrichment activities will be ensured.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Mount Pleasant ISD (MPISD) will conduct program activities in partnership with the neighboring Winfield and Harts Bluff ISDs. MPISD will serve as the fiscal agent for this partnership and the Winfield and Harts Bluff campuses will be two of the sites for the program. The proposed program will also work in partnership with many local organizations and local entities including: Titus County Cares (<http://www.tituscountycare.org/>), Northeast Texas Community College (<http://www.ntcc.edu/>), the Mount Pleasant Rotary Club (<http://portal.clubrunner.ca/3618>), Mt. Olive Baptist Church (<http://mtpleasantmobc.org/>), the Titus County Sheriff's Office (<http://www.tcsinfo.com/home>), the Boy Scouts of America-Ne TseO Trails Council (<http://sites.google.com/site/netseotrailscouncil580>), and the Titus County Retired School Personnel Association (<http://localunits.org/MountPleasant/>). The organizations listed above are not the only local entities that will partner with us, but they represent an early identified list of community assets that were identified in our needs assessment process and that we will work with to sustain the after school activities after the grant period has concluded. These organizations will provide mentors, guest speakers, volunteers, and resources that will support the program and its activities. We are currently securing memorandums of understanding for program support with each of the organizations referenced above and these organizations will serve as a vital part of our sustainability plan.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The table below summarizes the available resources for each proposed community learning center. Ongoing data-driven evaluation will take place through the use of academic data and discipline data alongside qualitative feedback gathered from participants. Regular data meetings with program staff will be coordinated with schools to ensure alignment and to stay on track to reach intended outcomes.

COMMUNITY ASSET	RESOURCE PROVIDED
Titus County Cares	Mentors, Student Literacy Materials, Tutors
Northeast Texas Community College	Family Resources, Instructional Materials and Activities
Mount Pleasant Rotary Club	Instructional Materials, Mentors, Guest Speakers
Titus County Sheriffs Office	Guest Speakers, Mentors
Titus County Retired School Personnel Association	Tutors, Mentors, Literacy Materials

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RTI (Response to Intervention) model will be the template for all activities conducted through the program. All activities will be data-driven and conducted according to the identified needs of the students, family, and community. Students will be progress monitored and this process will work in alignment and support of the regular school day. The additional supplemental activities provided through the proposed program will be specifically determined by the needs of the students as indicated by their data. Through the use of multiple diagnostic and formative data points, the program will be continually assessed to ensure quality and effectiveness. As indicated in the identified needs, postsecondary readiness is an area targeted by the proposed program. Discipline data will also be utilized to indicate the effectiveness of program activities designed to develop positive youth development.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers will be an essential asset for the program. Volunteers from multiple organizations will be used to: mentor students, provide interventions, deliver special presentations, assist in program activities (ex: snack time), serve as family and student advocates in postsecondary readiness and career readiness activities, and provide resources. Senior volunteers from the Titus County Retired School Personnel Association will be heavily involved in the program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The program will continue to utilize volunteers after the funding expires in addition to leveraging community assets discovered through building relationships in grant activities. Currently used state and federal programs will also be utilized to provide supplemental activities once grant funding has expired. We also plan to build partnerships with local businesses to adopt a month of funding after school activities. The partnerships between the three school districts will continue after funding expires also.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 225902

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Regular meetings of the program advisory council will provide feedback for the program. The continuous improvement process of data-driven activities is the guiding principal for academic and behavior activities. The program will conduct itself in the spirit of a quality RTI program which has the goal to prevent academic failure and behavior incidents. The table below summarizes stakeholders that will be included in providing feedback through surveys and who will be represented on the advisory council:

TITUS COUNTY CARES	MOUNT PLEASANT ISD ADMINISTRATION	TITUS COUNTY SHERIFF'S OFFICE
MOUNT PLEASANT CHAMBER OF COMMERCE	NORTHEAST TEXAS COMMUNITY COLLEGE	MOUNT PLEASANT ROTARY CLUB
TITUS COUNTY RETIRED SCHOOL PERSONNEL ASSOCIATION	BOY SCOUTS OF AMERICA	WINFIELD ISD ADMINISTRATION
HARTS BLUFF ISD ADMINISTRATION	MOUNT PLEASANT ISD PARENTS	WINFIELD ISD PARENTS
HARTS BLUFF ISD PARENTS	PROGRAM DIRECTOR	FAMILY ENGAGEMENT SPECIALIST

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 225902

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Titus County ACE will develop an evaluation plan in partnership with stakeholders and the independent evaluator. This evaluation plan will examine all data elements to ensure the program is meeting the needs of participants as well as meeting all requirements. Communication among project staff will occur regularly at mandatory staff meetings in addition to daily observations with feedback from the site coordinators and program director. Monthly meetings between the program director and school principals will also facilitate good communication practices. Student level data reviews conducted in partnership with schools will also maintain good communication and provide strong identified targets based on data. Staff training will be data-driven and will be conducted in partnership with the ISDs to be served by the program. Specific training will be provided for all program staff and volunteers in: reading interventions, mathematics interventions, use of data software, and the RTI model. The program evaluation will implement the critical success factors for Texas ACE: active participation (students and families) and engagement in learning, students' and families' increased sense of involvement in school, use of assessment data to revise/evaluate student services, implementation of strategies learned through training. By implementing these critical success factors in managing the program, specific "look for's" have been determined that will guide the evaluation process.

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 225902			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 1		Center Name: Frances Corprew Elementary School		
9 digit campus ID#	225-902-101	Distance to Fiscal Agent (Miles)	3.1 miles	
Grade Levels to be served (PK-12)	K-4			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			250	
Number of Adults (parent/ legal guardians only) to be served:			100	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 2		Center Name: Vivian Fowler Elementary School		
9 digit campus ID#	225-902-104	Distance to Fiscal Agent (Miles)	2.1 miles	
Grade Levels to be served (PK-12)	K-4			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			300	
Number of Adults (parent/ legal guardians only) to be served:			100	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 225902			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3	Center Name: Annie Sims Elementary School			
9 digit campus ID#	225-902-102	Distance to Fiscal Agent (Miles)	3.9 miles	
Grade Levels to be served (PK-12)	K-4			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			325	
Number of Adults (parent/ legal guardians only) to be served:			150	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4	Center Name: Harts Bluff Elementary School			
9 digit campus ID#	225-907-101	Distance to Fiscal Agent (Miles)	3.9 miles	
Grade Levels to be served (PK-12)	K-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			275	
Number of Adults (parent/ legal guardians only) to be served:			100	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 225902			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name: Winfield Elementary School		
9 digit campus ID#	225-905-101	Distance to Fiscal Agent (Miles)	7.7 miles	
Grade Levels to be served (PK-12)	K-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			50	
Number of Adults (parent/ legal guardians only) to be served:			20	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name: E.C. Brice Elementary School		
9 digit campus ID#	225-902-103	Distance to Fiscal Agent (Miles)	4.4 miles	
Grade Levels to be served (PK-12)	K-4			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			275	
Number of Adults (parent/ legal guardians only) to be served:			150	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 225902			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	Center Name: P.E. Wallace Middle School			
9 digit campus ID#	225-902-042	Distance to Fiscal Agent (Miles)		4.5 miles
Grade Levels to be served (PK-12)	5-6			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				425
Number of Adults (parent/ legal guardians only) to be served:				150
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	Center Name: Mount Pleasant Junior High			
9 digit campus ID#	225-902-041	Distance to Fiscal Agent (Miles)		1.3 miles
Grade Levels to be served (PK-12)	7-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				50
Number of Adults (parent/ legal guardians only) to be served:				150
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 225902			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	Center Name: Mount Pleasant High School			
9 digit campus ID#	225-902-001	Distance to Fiscal Agent (Miles)		0.5 miles
Grade Levels to be served (PK-12)	9-12			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:			15	
Number of Adults (parent/ legal guardians only) to be served:			150	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	Center Name:			
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student state assessment data, district created curriculum based assessments, as well as diagnostic skill based tests will be used to identify students who are most in need of academic assistance. The process of identifying the students most in need will be closely coordinated with each campus's RTI process. These identified students will be actively recruited by face to face contact, letters home, promotional materials, and home visits. Parent meetings hosted by each site will also promote the program and recruit targeted students and their families. The program will provide data-driven intervention activities that will supplement the services the targeted students receive during the school day. Enrichment and Character Education activities will also be provided throughout the program. Resources will be leveraged with currently existing programs to ensure that the targeted students receive the maximum exposure to the supplemental services offered by the proposed program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elementary Campuses: EC Brice, Vivian Fowler, Annie Sims, Frances Corprew, PE Wallace, Winfield ISD, Harts Bluff (one site coordinator, student:teacher ratio <25)

During School Year (36 weeks)

3:30 - 6:00, Monday - Thursday, 3:30 - 5:30 Friday

12 hours/weekly, 432 hours yearly

Summer sessions (6 weeks)

8:00 - 11:00 Monday - Thursday

12 hrs/weekly, 72 hours total

Mount Pleasant Junior High (one site coordinator, student:teacher ratio <25)

During School Year (36 weeks)

4:00 - 6:30, Monday - Thursday, 4:00 - 6:00

Friday

12 hours/weekly, 432 hours yearly

Summer sessions (6 weeks)

8:00 - 11:00 Monday - Thursday

12 hrs/weekly, 72 hours total

Mount Pleasant High School (one site coordinator, student:teacher ratio <25)

During School Year (36 weeks)

3:30 - 6:00, Monday - Thursday, 3:30 - 5:30 Friday

12 hours/weekly, 432 hours yearly

Summer sessions (6 weeks)

8:00 - 11:00 Monday - Thursday

12 hrs/weekly, 72 hours total

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Attendance will be taken at the beginning of the after school program each day. Parents and legal guardians will be required to sign the students out when they leave each day. Front office staff will be in place at each center to ensure the integrity of the sign in procedure. Program staff will be well-versed in all emergency drill procedures at each site and safety drills will be conducted regularly. The program will coordinate with all local law enforcement and safety entities to ensure the safety of all participants. Background checks for all volunteers will be required and all grant requirements regarding staffing will be strictly followed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All program staff will coordinate planning and activities with the regular school day, which will include the use of TEKS Resource System (the adopted curriculum for each district) to guide planned lessons and activities. Student assessments from the curriculum and student skill needs from diagnostic tests will assist in driving activities, enrichments, and interventions from local data and research-based interventions. Activities will be differentiated according to the needs of students. Program staff will receive ongoing coaching in the development and implementation of quality academic activities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student-level data reviews based around needed literacy and math skills in addition to knowledge gaps identified by curriculum assessments will guide the activities planned for students. Progress monitoring and continued formative assessment will be used to monitor and adjust activities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Titus County ACE Family Engagement Specialist (FES) will focus on families' assets, consider the concerns and needs of the families and children served, and solicit family input. Activities will include family engagement workshops, adult education classes, and health/social service support. The specialist will communicate frequently and in positive ways with families, be there for families in need, and provide leadership opportunities for families. The FES will conduct a needs assessment and survey to determine types of activities to offer, plan, coordinate, and implement consistent activities for families, and coordinate services with programs within the school and with external community groups. Maintaining regular communication with all parents on ACE program activities will also be a critical required activity of the FES. Other activities that will be undertaken by the Titus County ACE FES include:

- Reaching out to individual parents and developing supportive relationships
- Maintaining a family resource center
- Developing parenting skills and building literacy

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through regularly scheduled documented planning meetings, the FES will coordinate with the project director and site coordinators to recruit participant families and assist in the coordination of family engagement strategies across all centers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225902

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The table below describes the types of family engagement activities planned.

ACTIVITY	WHEN/WHERE OFFERED	IDENTIFIED NEED ADDRESSED
FAMILY READING NIGHT	ALL SITES ONCE A MONTH	POSTSECONDARY READINESS IN READING
FAMILY MATH NIGHT	ALL SITES ONCE A MONTH	POSTSECONDARY READINESS IN MATH
FAMILY STEM NIGHT	ALL SITES ONCE A MONTH	POSTSECONDARY READINESS IN SCIENCE AND MATH; HIGH NEED FOR STEM ACTIVITIES BASED ON FEEDBACK RECEIVED
MEN OF STEEL GUEST SPEAKER SERIES (TARGETING FATHERS AND MALE ROLE MODELS)	ALL SITES ONCE A MONTH	CHARACTER EDUCATION; REDUCTION IN DISCIPLINE
CAREER LAUNCHER NIGHTLY SESSIONS	MPISD ADMINISTRATION BUILDING ONCE A WEEK	FAMILY LITERACY AND CAREER SKILL BUILDING
GIRL POWER STEM SESSIONS	ALL SITES ONCE A MONTH	POSTSECONDARY READINESS IN SCIENCE AND MATH; HIGH NEED FOR STEM ACTIVITIES BASED ON FEEDBACK RECEIVED

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 225902		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 225902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 225902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 225902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 225902		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 1		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 1		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 225902

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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